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ABSTRACT

This five-phase program is designed to maximize success of preservice teachers. Phase 1 consists of a two semester component which combines the study of education with directed observations in schools. Phase 2 is a one semester component in which the student tutors a child on a one-to-one basis in a participating public school. In Phase 3, the student serves as a teacher aide for one semester in an elementary school classroom. Phase 4 is a one semester component that combines professional methods courses in an integrated manner with practice of specific teaching skills in an elementary school classroom. Phase 5 is completed in the same elementary school classroom as Phase 4 under the guidance of a cooperating teacher and a college supervisor. It is a one semester, full-time commitment in which the student takes over the teaching assignment of the teacher. The program serves three functions. It (1) enables a student to make an early intelligent decision regarding teaching as a profession; (2) enables the college faculty to select and retain only those students showing aptitude and commitment; and (3) enables the student to acquire the knowledge, techniques, and experiences in a carefully guided, sequential manner. (Author/LBH)

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PROGRESSIVE FIELD EXPERIENCE PROGRAM

of

EDGECLIFF COLLEGE

Cincinnati, Ohio

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SUMMARY

The Progressive Field Experience Program of Edgecliff College is a five-phase program designed to maximize success of pre-service teachers. Emphasis is placed on early, sequential field experiences combined with appropriate knowledge base. Although each phase of the program has its own specific objectives, there are some objectives which are inherent in and carried throughout all phases of the program.

The program consists of the following phases:

I Foundations and Field Experience - a two semester component which combined the study of education with directed observations in schools.

II Field Experience: Tutoring - a one semester component which requires the student to tutor a child on a one-to-one basis in a participating public school.

III Field Experience: Teacher Aide - a one semester component which requires the student to serve as a teacher-aide in an elementary school classroom.

IV Field Experience: Pre-Student Teaching - a one semester component which combines professional methods courses in an integrated manner with practice of specific teaching skills in an elementary school classroom.

V Field Experience: Student Teaching - a one semester, full-time commitment as a student teacher where the student takes over the teaching assignment of a cooperating teacher in an elementary

school classroom.

(Phases IV and V are completed in the same elementary school classroom under the guidance of a cooperating teacher and a College supervisor.)

The program serves the following functions:

a) enables a student to make an intelligent decision regarding teaching as a profession early in his/her college years.

b) enables the College faculty to select and retain only those students who show aptitude and commitment.

c) enables the student to acquire the knowledge, techniques, and experiences in a carefully guided, sequential manner.

COMPREHENSIVE EXPLANATION

1. Description and Development of Program

The newly implemented Progressive Field Experience Program at Edgecliff College is a five-phase developmental program. The program is a result of a curriculum study intended to strengthen the development of teaching competencies. The five phases are explained as follows:

PHASE I

Beginning in the Freshman Year all students interested in teaching as a profession enroll in a two semester course entitled Foundations and Field Experience. This introductory course, which represents Phase I, examines the historical, philosophical, and social foundations of education. The theory of the classroom is closely associated with directed observation in the field, offering the student an overview of traditional, special, and alternative programs, pre-school

through adult education in urban, suburban, and rural settings. In addition to the acquisition of a knowledge base, this year-long phase is designed to enable the student to assess his/her interest and potential in the teaching profession.

PHASE II

In Phase II students are assigned to one of twenty-six public schools participating in a program called "Operation One-to-One." This is an after school tutorial program conducted by the Cincinnati Public Schools located in schools where there is a concentration of educationally disadvantaged youth. Leadership comes from the Instructional Consultant of Tutorial and Volunteer Services, the Administrative Assistant to the Superintendent, in charge of Elementary Schools.

During this phase of his/her professional sequence, the student receives instruction in the use of diagnostic techniques and instruments by participating in weekly classes at the College and by individual conferences following each tutoring session. Emphasis is placed on the student's ability to diagnose a tutee's abilities and deficiencies, and to prescribe appropriate learning activities. Following each tutorial session the student completes a self-analysis of the tutoring session which is brought to the conference for evaluation and planning purposes.

The major focus of the tutoring phase is to develop the student's competence in motivating young learners and in diagnosing and prescribing appropriate instruction in reading and/or mathematics.

PHASE III

This phase requires the student to move from a one-to-one student-teacher environment to a group environment as a teacher-aide. One morning or afternoon each week the student is exposed to and participates in an elementary school classroom under the supervision of a participating classroom teacher. In addition to assisting the classroom teacher with non-instructional activities, the student begins to work with small groups in order to further develop his/her instructional competencies. Students participate in weekly seminars designed to clarify and broaden the student's knowledge of the professional environment within which a teacher works.

PHASE IV

During this phase the student participates in a program based on an instructional systems model of the teaching/learning process which integrates the basic methods courses of reading, language arts, mathematics, science, and social studies, with educational media and measurement and evaluation. To facilitate application of learning theory and the development of teaching techniques, two mornings each week are spent in an elementary school classroom working with a cooperating teacher in directing learning experiences of children.

PHASE V

This final phase represents a full-time commitment as a student teacher in the same field environment in which he/she participated during Phase IV. The student assumes the full responsibility for a classroom in both instructional and non-instructional roles, with

related experiences susch as faculty meetings, parent conferences, and other professional activities. In addition, the student participates in weekly seminars and conferences with his/her College supervisor and cooperating teacher in order to continue his/her professional growth.

2. Budget

No additional monies were needed to develop or maintain the program. Courses had to be redesigned to include appropriate field experiences and cooperating schools and/or personnel had to be solicited. The only financial remuneration occurs during student teaching.

3. Personnel

In addition to five faculty members of the Education Department, personnel in several elementary schools participate in one or more phases of the program. One administrator of the Cincinnati Public Schools assists in the tutorial segment for coordinating and placing of students.

4. Contribution to Improvement of Teacher Education

The aim of the Progressive Field Experience Program is to maximize the success of pre-service teachers. An attempt has been made to directly relate what is being taught in the College classroom with specific observation and practice in the field.

No longer do prospective teachers need to wait until their third or fourth year of College before encountering the realities of the elementary school child and classroom. Also, no longer is there the conflict of months or years of separation between his/her course work and practical application. Furthermore, the student now has the opportunity early in his academic years to study the field of education and to determine his interest and potential in the teaching profession. Finally, the College benefits by having a means of evaluating the students for selection and retention purposes.

It is important to note that each of the five phases is an integral part of the total program of teacher education. Direct linkage exists between course work and field experiences.

5. Evaluation Methods and Results

Evaluation is a continuous aspect of the total program as well as of each individual phase. The content of courses and the field experiences associated with each phase are measured by questionnaires completed by students. In addition, the merit and effectiveness of the total program is evaluated by cooperating teachers and other participating personnel.

Each phase of the program has provided significant and positive outcomes. Through student evaluations it was noted that the early exposure to the wide spectrum of education in Phase I enabled them to intelligently examine their interest and potential in the teaching profession.

Phases II and III enabled students to acquire the knowledge, techniques and experience first in a one-to-one relationship and then in a group environment.

Phases IV and V, because they are so closely related, enabled the student to acquire a broader understanding of various instructional and motivational techniques with opportunity to apply and test their merit. Transition to full-time student teaching was made easy by remaining in the same environment for a complete academic year. Evaluation by cooperating teachers and administrators cite this as a major strength of the program.

APPENDIX

PROGRESSIVE FIELD EXPERIENCE PROGRAM

ELEMENTARY EDUCATION